



Capturing the Voices of the Bay

In this activity, students will learn more about the “place” where they live – Monterey Bay – and the people who helped build Monterey’s reputation as one of the best-known fishing communities in the world. Working individually, and in groups, students will research, plan and conduct personal interviews, first with each other and then with actual citizens in the community, to capture the rich stories, traditions and knowledge that define Monterey’s fishing legacy. Place-based learning allows students the opportunity to deeply explore the historic, economic, environmental, and cultural dimensions of a particular “place” and, perhaps more importantly, how all these dimensions inter-connect through the lives of those who live and work in the region.

DEDICATED TO JOEY JONES



**Monterey Bay fisherman.
Lost at sea on April 3, 2008.**





Brief Overview

Grade Level: 8-12,
Community College

Time Frame

Preparation:

- 1-2 hours for teacher preparation.

Facilitation: If classroom time is limited, some steps in the following schedule may be suitable for homework.

- One 50-minute period for introduction and sample interview.
- One 50-minute period for planning in-class practice interview.
- One 50-minute period to conduct and write up in-class practice interviews.
- One 50-minute period for student presentations and peer feedback.
- 50 minutes for fishery topic research and interview planning.
- 50 minutes for classroom or community-based interview.
- 50 minutes for preparing presentations.
- At least one 50-minute period for student presentations.

Monterey Bay is rich with maritime history and culture that is deeply rooted in the commercial development of a range of fisheries – from sardines to salmon – and the people who depend on those fisheries for their livelihoods. As the fisheries have declined in recent decades, residents of the communities around the bay are progressively losing their connection to and knowledge of this unique local culture. The fishing way of life, once passed on from generation to generation, is increasingly becoming unknown to younger generations as employment opportunities tied to fishing in Monterey Bay have declined. And yet, still living within these communities are individuals and families with fascinating stories to tell about their lives in the fishing industry. These individuals are the keepers of the history and culture that still attract millions to the Monterey region today. By listening to their voices, capturing their stories and exploring their unique skills and knowledge, we honor their wisdom and experience while gaining a deeper understanding and appreciation of the significance of Monterey Bay’s fishing heritage as well as its relevance and value today.



Students interviewing Santa Cruz salmon fisherman, Mike Stiller, 2008. (Photo: Lisa Uttal.)

Research and interviewing skills have important value to students for their own futures. Through this activity, students will also build a stronger place-based value system and appreciation for their local heritage (Starnes & Crone, 2002). By capturing and sharing the rich and varied stories that have grown out of Monterey Bay’s fishing past, students will gain a deep understanding of what the future of this special “place” might hold. A future that, while likely different in many ways from the past, will always be intrinsically linked to that past, and the richness of the sea.

Skills/Outcomes

- Students will gain research skills by using a variety of sources, including the internet, published articles, historical archives, and personal interviews.
- Students will strengthen their critical thinking and analysis skills as they evaluate various data sources, published and/or unpublished information and web-based resources.
- Students will develop interview protocols and skills.
- Students will learn to work individually and in groups to plan and conduct interviews of people associated with a Monterey fishery.
- Students will actively engage in a meaningful and memorable way with citizens who live and work around Monterey Bay.
- Students will learn how to effectively use a variety of media to gather, organize, and present creative stories.
- Students will improve their ability to evaluate information gathered and to make critical choices when presenting that information to each other and/or to a broader public audience.

Key Subjects/Standards

Science, Language Arts, English/Language Arts, History/Social Science, Visual and Performing Arts

National	<u>Science</u> : NS.9-12.6 Personal and Social Perspectives. K-12.2 Places and Regions. NSS-G.K-12.5 Environment and Society. <u>Language Arts</u> : NL-ENG.K-12.2 Understanding the Human Experience. NL-ENG.K-12.4 Communication Skills. NL-ENG.K-12.5 Communications Strategies. NL-ENG.K-12.8 Developing Research Skills.
California	<u>English/Language Arts</u> : Writing Strategies (1.0). Written and Oral Language Conventions (1.0). Listening and Speaking (1.0). <u>History/Social Science</u> : Grade 11, United States History and Geography: Continuity and Change in the Twentieth Century (11.2.2, 11.5.7, 11.8.6). <u>Visual and Performing Arts</u> : Grade 8: Creative Expression (2.1, 2.3).
Ocean Literacy	6. The ocean and humans are inextricably interconnected. (b, c, e, g)

Teacher Preparation

1. Read the entire activity and review all student handouts in advance.
2. Determine the amount of time you would like to dedicate to this activity. If classroom time is readily available, a minimum of seven to eight classroom periods is advised. If classroom time is limited, students may complete some of their tasks as homework.
3. Check with the English, speech and/or communications faculty at your school to see if they have an existing outline or protocol for planning and conducting interviews, and/or researching, evaluating and referencing original source documents. If available, adapt these protocols for use with this activity to reinforce student skills being learned in other courses. For additional resources, refer to the National Oceanic and Atmospheric Administration's (NOAA) Voices from the Fisheries website (<http://voices.nmfs.noaa.gov/>).
4. Decide desired format and complexity of final student presentations: written paper or article, photo essays, PowerPoint presentations, community print or electronic publications, displays or demonstrations, and web-postings are all possible vehicles for sharing the place-based stories and profiles that are produced through this activity.
5. For possible interview candidates, contact one or both of the resources provided in the Materials List.

Materials List

Notepad and pen/pencil, one per student
Interview Feedback Forms, one per student for practice interviews, one per interview team for community interviews
Write-up of sample interview with Joey Jones, one per student
Interview Consent Form, one per interview team
If possible - digital tape recorder, digital camera and/or video camera for capturing voices and images while conducting their community interviews, one per interview team
See Resources for Teachers section on the last page of this module for resources on Monterey Bay's fishing heritage and conducting successful oral history interviews.
List of possible interview candidates. Contact Voices of the Bay (voicesofthebay@noaa.gov) or Seaberry Nachbar with the NOAA National Marine Sanctuary's Fisherman in the Classroom program (seaberry.nachbar@noaa.gov).



Sardine canning at the California Packing Corporation ("Cal Pac"), circa 1949. (George Robinson photograph; courtesy Tim Thomas, Monterey Maritime and History Museum.)



Instructional Strategies/Procedures

Introduction

1. Introduce students to the rich history and culture of Monterey Bay. This can be done with a video clip from a movie, photos, reading a passage from a book, or sharing personal stories.
2. Ask the students to think about who they know, or have met in the community who might have an interesting story to tell about Monterey's legacy as a fishing community. What do they know about these individuals? What more would they like to know? Have them reflect on the full range of individuals in the community with ties to one or more of Monterey Bay's fisheries. These could include fish wholesalers, cannery employees, market or restaurant owners, marine scientists, regulatory agency representatives, etc.



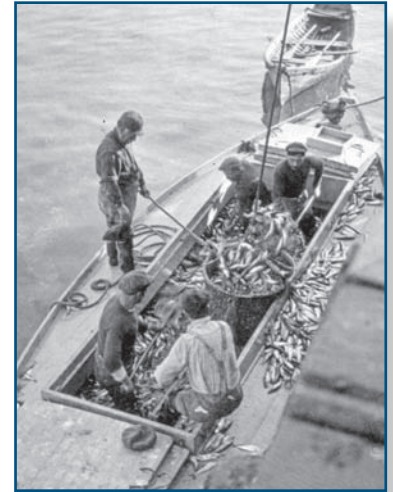
Unloading squid to the Monterey Fish Company. (Photo: David Crabbe.)

3. Hand out copies of the sample interview included with this activity. Have students read the interview with Joey Jones.
4. As a class, or in smaller groups of 5-6 students each, have students reflect on Joey's life as a fisherman in Monterey Bay. How did he become a fisherman in the first place? What interested them the most about his chosen career? Was there anything about Joey's story that surprised them? What special knowledge or skills did Joey have that helped him succeed as a fisherman? What more would they like to know about Joey Jones?
5. Tell the students that they will have the opportunity to meet and personally interview a community member who has been, or still is, a part of Monterey's rich fishing legacy, but first they will practice their research, interview, writing, and presentation skills by interviewing each other.

Practicing for the Interview

6. As a group, spend about 15 minutes brainstorming a list of possible questions that would lead to interesting and thoughtful answers.
 - a. Begin with questions that introduce them to the individual – Where were you born? Do you have any brothers or sisters? How long have you lived in this community?

- b. Then develop a set of questions that lead to more interesting and personal answers. What is your favorite sport or subject at school? How did you get interested in that subject or sport? What do you have to know or be able to do in order to be really good at this subject or sport? Have you ever met someone who makes their living at this? If you were trying to entice a friend to also like this subject or sport, how would you describe it to them?



Unloading sardines at Booth's Cannery. (Phillips Lewis photograph; courtesy Tim Thomas, Monterey Maritime and History Museum.)

- c. Have the students select another student in the class to interview. Suggest they choose a classmate they don't know well.

7. Have each student interview their respective interviewee. Allow at least 20 minutes for each interview. Have the interviewees in each case fill out the Interviewee Questionnaire and return the completed form to their interviewer.
8. Use the remainder of the class period for students to write up their interviews. Encourage them to be creative in their summaries, developing a strong sense of who the individual that they interviewed really is and what makes them unique. Have them refer back to the Joey Jones interview for ideas.
9. Begin the next day with students presenting their write-ups with each other in small groups of 5-6 students each. Allow students to provide suggestions to each other about their presentations. Did the write-up accurately reflect the true character of the interviewee? Did the interviewee have a unique skill or experience that deserves further investigation? Spend the remainder of class time reviewing with the students the lessons they learned from this practice interview with each other. How would they change their preparation or approach if they were conducting an interview with someone from the community that they did not already know?
10. If more practice is necessary, have the students select another student or an adult acquaintance to interview. Again, have interviewees fill out the Interview Feedback Form and provide time for students to share their presentations and provide feedback to each other about their presentations.

Preparing for the Interview

11. Once students have gained confidence and experience with planning and conducting meaningful interviews, announce that it is time to meet and interview someone in the fishing industry.

- a. First, divide the class into teams of 4. As a team, students will plan and conduct their interview and create a final presentation. Each member of the team must contribute. Possible roles are:
 - Interviewer (the student officially conducting the interview).
 - Recorder (the student recording the interview, preferably both audio recording and note-taking).
 - Photographer (the student responsible for capturing images during the interview and/or selecting existing photos that help illustrate the topics covered during the interview).
 - Producer (the student responsible for arranging the interview, coordinating team member involvement and production of the follow-up presentation).



Duarte's Fish Market, circa 1900. (Courtesy Tim Thomas, Monterey Maritime and History Museum.)

- b. Have each team research and identify a suitable individual or family that they could interview in order to get a deeper understanding and local perspective of a Monterey Bay Fishery. Encourage them to look at books on Monterey Bay,

visit the Monterey Maritime Museum or the museum's website, or visit the website for the Voices from the Fisheries program for ideas. If students need additional help, provide them with a name from the list of possible interview candidates as described in the Materials List. Possible topics to explore as a part of their interview:

- Natural habits of specific fish species.
- The biology/ecology of Monterey Bay and how that impacts a fisherman.
- What type of fishing boats, gear, technology, and techniques are used for harvesting or processing a particular fish species.
- The specific activities of people employed by a particular fishery – fishermen (and women), fish buyers, processors, distributors, wholesalers, etc.
- The economy and culture that has grown out of the fishing industry in Monterey Bay – what was life like in the past, how does that compare today, what can we expect in the future.
- Fishing regulations – why are they required, how do they impact a fishery.

- c. Using the interview with Joey Jones as a model, each team should prepare a list of questions for their interview. Encourage teams to ask questions that really interest them and remind them that they should also think of creative ways to capture what their interviewee has to share. For instance, how



Unloading anchovies at Moss Landing, 2009. (Photo: Sabrina Beyer.)

might students best capture a unique element of their interviewee's life experience, like how to operate a specialized piece of equipment or identify a fish species at night, how a fisherman lives when on their boat for days or weeks at a time or how a fish processor re-tools their equipment to accommodate different fish species. With today's ready technology, encourage teams to be creative about the use of photos, video, or both to help capture elements of their interview that are not easily described in words alone.

Conducting the Interview

12. Be sure that when students contact a prospective interviewee they explain up front who they are, why they are conducting their interview and how they intend to use the information that is gathered. Have both the student team and interviewee read and sign the Interview Consent Form. Keep this on file. After the interview, be sure they thank their interviewee for their time and write a thank you letter.
13. There are two options for how to connect students with an individual from the fishing community.

Option A.

There is nothing like real hands-on experience to get the feel of a particular setting, individual or skill set. So, a field trip to visit a fishing-related site might be the best way for them to capture the knowledge or insights that will interest them the most. Once students have identified a suitable interviewee, then have them develop their list of 10-12 questions and make the necessary arrangements by contacting the individual. Have the students contribute to the planning of the trip, including arrangements,

on-site logistics, mapping out a route to take, the time it will take, etc. This increases their ownership of the experience and will keep them more focused during the trip itself. If students will be making their own arrangements for place-based interviews or site-visits within the community, be sure they adhere to all school policies and regulations regarding transportation and safety. Also, be sure they make the necessary advance arrangements with their interviewee off-site, such as where to meet, how much time they need, etc. Planning a field trip to a location where multiple interviews can be conducted by multiple student teams at the same time may be the most efficient choice.

Option B.

If it is not possible for teams to visit a fishing related site or leave school to meet with an individual in the community, invite one or more individuals into the class for an interview and/or presentation. Again, the students should be the ones to plan and facilitate such an experience in order to ensure they are gaining the most from making community connections and the responsibility and excitement associated with exploring an area of their own interest. Teams should conduct research so they have background knowledge on the classroom guest in advance of their visit. All groups should be prepared to facilitate a full interview with the guest, outlining their 10-12 questions in advance of



Barbara Emley, crab and salmon fisherman, 2004. (Photo: Larry Collins.)

the interview. The interview can either be conducted by a single team selected by the class or teams can take turns asking questions of the guest, resulting in a final presentation that includes contributions from each student team.

Final Presentations

14. Allow 1-2 days for student teams to prepare a presentation. The more freedom and flexibility students have with their presentations, the more creative they may be. In order to help ensure quality, consider requiring that student teams use a certain framework for their presentation whether it is done verbally, visually, actively, or some combination. This might include the following – an introduction to the topic or individual; why they chose this individual; general information about the individual; historical or cultural context; any special or unique insights, new knowledge or skills learned while doing their research or conducting their interview; and some interesting summary or closure.



Purse seiner at the Moss Landing Marina, 2009. (Photo: Lisa Uttal.)

15. Have student teams deliver their presentations to the entire class. Remind students that if any of their presentation is to be posted electronically or printed for distribution, they need to have clearly communicated this with their interviewee and have on file written permission from their interviewee to do so. Interviews may be posted on the Voices from the Fisheries website (<http://voices.nmfs.noaa.gov/>).

Extensions & Connections

1. Conduct both of the options listed above, beginning with inviting a guest speaker into the classroom, then arranging a team or class field trip to a fishing harbor or processing site.
2. Invite a panel of 3-4 individuals from the fishing community to visit the classroom. These invited guests could be involved in a single fishery or represent multiple fisheries. Again, divide the student teams so that each team conducts their own background research on an individual or fishery. Each team can specialize in an individual or fishery topic and ask questions that pertain to their specialty. The guests may be interviewed as a group (panel) or as individuals.
3. Have students research other place-based programs across the region or the nation and contact one to offer to share experiences or exchange stories. This could be done electronically, with video, web-postings, or in person. Involve the respective communities if possible, including individuals interviewed by both groups or specific knowledge, skills, etc. gained from their contacts with community members. A great example is the Local Fisheries Knowledge project in Maine (<http://www.st.nmfs.noaa.gov/lfkproject/>).



Background

Monterey Bay's rich cultural, economic and ecological history has been defined primarily by the harvesting of natural resources from the sea. People of various ethnicities and geographical origins have participated in Monterey's commercial and recreational **fisheries** over the years, shaping the economy, culture and ecology of the Bay. This diversity in Monterey's fishing communities is a unique aspect of the regional fishing history. Sicilians, Japanese, Portuguese, Chinese, and Vietnamese came here to fish from the mid-1800s to the 1980s to take advantage of the rich resources. The strong synergy between many of these cultures does not exist in many other fishing communities in the United States.

Fisheries are rooted in the economics, culture, sea, and landscapes of their communities. They may be defined by geographic area (such as Moss Landing Harbor), by fishery (groundfish or wetfish industry), or by some other economic or social factor. The 1996 revision of the **Magnuson-Stevens Fishery Conservation and Management Act**, which is the basis for fisheries management in the United States, recognizes the importance of human communities and their relationship to fisheries. Among other things, its National Standard 8 declares that fishery conservation must take into account the importance of fishery resources to fishing communities, with the goals of maintaining employment stability and minimizing "adverse economic impacts" as much as possible (Pacific Fishery Management Council, 2006).

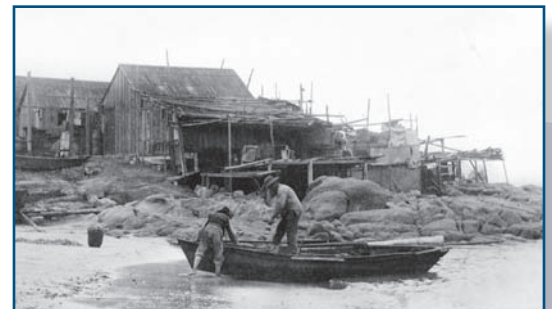
The Magnuson-Stevens Act defines a fishing community as:

A community which is substantially dependent on or substantially engaged in the harvesting or processing of fishery resources to meet social and economic needs, and includes fishing vessel owners, operators, and crew as well as fish processors that are based in such a community.

To commercial fishermen and women (hereafter termed fishermen), fishing is a way of life usually passed down from one generation to the next. To a coastal community, it may be the lifeblood, or a major part, of the economy. California fisheries are an integral part of the state's economy, as well as its cultural history. While it is not exactly clear when commercial fishing began in earnest in California, its beginnings can be traced to the Gold Rush years around 1850, when floods of immigrants came to California in search of gold (Primer 2007). California's fisheries, once bustling with almost 7,000 registered fishing vessels (1981), now permits the operation of fewer than 2,000 commercial vessels.

The number of people and vessels fishing in **Monterey Bay National Marine Sanctuary** (MBNMS) waters has decreased dramatically in the last twenty years. Catches of coastal species have increased, but **landings** of all other species have greatly decreased. More restrictive regulations have led to shorter seasons and lower quotas for many species, thus reducing the flexibility and economic viability of many fishing businesses. New laws require more conservative approaches to fishery management and harvest. As a result, fish landings in the MBNMS will probably remain at or below current levels in the near future (Primer 2007). According to the Pacific States Marine Fisheries Commission (2004), "in the late 1960s, Moss Landing and Monterey made up one of the county's largest commercial fishing fleets with 694 commercial boats, and two canning and production plants." Today, the diversity of the commercial fishery includes salmon, albacore, Dungeness crab, **groundfish**, and **wetfish**, including sardines, squid, and anchovy, but the number of businesses and individuals supported by these fisheries continues to decline (Voices of the Bay Primer, 2007).

Monterey Maritime Museum historian, Tim Thomas, has been collecting Monterey Bay's rich fishing history over the last 20 years. He has collected over 30 oral histories (photographs, videos, written documents) of fishermen from the 1930s to the 1960s in three working harbors in the Bay - Monterey, Moss Landing, and Santa Cruz. Many of these fishermen have since passed away and many remaining Monterey Bay fishermen are more than 50 years old with fewer and fewer still making their living as a fisherman.



Chinese fishermen ready their boat for fishing off the village shore. (J. K. Oliver photograph; courtesy Tim Thomas, Monterey Maritime and History Museum.)

Place-based learning promotes learning about both the natural and built environments. (Sobel, 2004). This may include the history, culture, economy, social structure, or environmental landscape of a particular community and more importantly, how these all interact together. While there are certain challenges to developing and supporting a place-based approach to learning, research has shown that place-based learning can successfully increase academic achievement and give students the necessary skills they need to solve real problems outside of school settings. Place-based programs and strategies can also help students meet a range of science, social studies and communications standards. But, most importantly, place-based exploration and discovery may be one of the most exciting and rewarding educational experiences that a student can have. They make personal choices about what and how they want to learn, they interact with each other as well as members of the community, and they become more aware of who they are and what their community means to them, sowing the seeds for future education, career and citizenship choices later in life.

Resources for Teachers

DoHistory: Step-by-Step Guide to Oral History. Retrieved from http://dohistory.org/on_your_own/toolkit/oralHistory.html.

Hemp, M. K. (2002). *Cannery Row: The History of John Steinbeck's Old Ocean View Avenue*. Carmel, CA: The History Company.

Magnuson-Stevens Fishery Conservation and Management Act. (1996). Public Law 94-265. Retrieved from <http://www.nmfs.noaa.gov/sfa/magact/>.

Monterey Bay National Marine Sanctuary website: www.montereybay.noaa.gov/

Monterey Maritime and History Museum. www.montereyhistory.org

Steinbeck, G. (1945). *Cannery Row*. The Viking Press.

Thomas, T., & Copeland, D. (2006). *Images of America: Monterey's Waterfront*. Charleston, SC: Arcadia Publishing.

Voices from the Fisheries website: <http://voices.nmfs.noaa.gov/>

Wigginton, E. (1968). *The Foxfire Book*. Garden City, NY: Anchor Books.

References Specific to this Activity

Pacific Fishery Management Council. (2006). *Backgrounder: Fishing Communities*. Portland, OR.

Sobel, D. (2004). *Place-Based Education: Connecting Classrooms & Communities*. Great Barrington, MA: Orion Society.

Starnes, B. A., & Crone, A. (2002). *From Thinking to Doing: The Foxfire Core Practices*. Mountain City, GA: The Foxfire Fund, Inc.

Acknowledgments

Curriculum Development and Design

David Heil & Associates, Inc., Portland, Oregon

David Heil

Lauren Seyda

Research and Review

NOAA's Monterey Bay National Marine Sanctuary

Sabrina Beyer

Lisa Uttal

NOAA's National Marine Sanctuary Program

Seaberry Nachbar

Original Artwork

© Ray Troll & NOAA Fisheries Service's "Green Seas/Blue Seas Project" (<http://swfsc.noaa.gov/GreenSeas-BlueSeas>)



Vocabulary

Fishery: The people involved, species or type of fish, area of water, method of fishing, class of boats, purpose of the activities, or a combination of all of the above, engaged in raising or harvesting fish.

Groundfish: Fish that live on, in, or near the bottom of the body of water they inhabit. Examples of common groundfish are rockfish, sole, halibut and flounder.

Landings: The amount of fish (usually in pounds, sometimes as number of fish) caught by fishermen and delivered at the docks, then sold for profit.

Magnuson-Stevens Fishery Conservation and Management Act:

This act provides for the conservation and management of fishery resources found off the coasts of the United States. It was enacted in 1976, and amended first in 1996 and then again in 2006. The act established a national fishery conservation zone (Exclusive Economic Zone or EEZ) extending from 3 to 200 nautical miles off the coast of the United States, set up a Council oversight system, mandated fishery management plans, and set standards for management practices (Primer, 2007).

Monterey Bay National Marine Sanctuary (MBNMS):

Designated in 1992, the Monterey Bay National Marine Sanctuary is a federally protected marine area offshore of California's central coast. The MBNMS encompasses a shoreline length of 276 miles and 5,322 square miles of ocean. Supporting one of the world's most diverse marine ecosystems, it is home to numerous mammals, seabirds, fish, invertebrates and plants in a remarkably productive coastal environment. The MBNMS was established for the purpose of resource protection, research, education, and managed public use of this national treasure. The MBNMS is part of a system of 13 National Marine Sanctuaries administered by the National Oceanic and Atmospheric Administration.

Wetfish: Also known as coastal pelagic species. They are primarily caught by commercial fishermen using round haul gear (purse seine, drum seine, lampara) for human consumption, bait, and historically, animal feed and oil. Wetfish species include squid, anchovies, sardines, and mackerel. They can be found anywhere from the surface to 1,000 meters deep.

Capturing the Voices of the Bay

Sample Interview with Joey Jones

The following was prepared as a sample interview, compiled after Joey Jones was lost at sea. Information was compiled from interviews with Joey's children, Lisa and Mike Jones, NOAA staff, and personal correspondence with the authors.

Interviewer: So Joey, what brought you to Moss Landing?

Joey Jones: Well, my dad was in the military so we moved around a bit. I was born in El Paso, Texas but grew up in Oklahoma. When I was 9, my dad was transferred to Fort Ord so we lived in Monterey. I didn't move to Moss Landing until the mid 90s when I started packing frozen bait. Until then, I fished mostly out of Monterey.

I: Tell me about your family. Do they fish?

JJ: I tried getting my son hooked on fishing, but he has chosen a teaching career instead. Other than that, no, no one in my family fishes for a living. I was the first in my family. You know, growing up in Texas and Oklahoma, there wasn't much fishing, mostly just in lakes. In Monterey I'd always bring my kids, Lisa and Mike, out on the boat to help. Mostly just scrubbing floors, fixing nets, that kind of thing, when they were young. One time I had them help out to earn money for a vacation to Disneyland! I



Joey Jones. (Courtesy Lisa and Mike Jones.)

think at one point my son, Mike, was considering taking over the business from me. He fished with me quite a bit – herring at first in the winter months – and I think he enjoyed it for the first few years, but eventually went on to other things. He teaches history at a local university now. My daughter Lisa learned a lot on the boat as well and had the drive and motivation that are pretty necessary in fishing but she never really seemed too enthused about becoming a fisherman. She lives in Boston now and works in the hotel management

industry. I never wanted my kids to work as hard as I sometimes had to in this industry. I'm happy they've both found something that they enjoy as much as I enjoy fishing.

I: How and when did you realize you wanted to be a fisherman?

JJ: I was always really interested in baseball, old cars, BB guns, those types of things. When we first moved to Monterey, we went down to the wharf and took a cruise. That was when I realized I loved the ocean. I used to hang out and fish the wharf all the time. When I was 11 years old, I got a job at the wharf taking care of fishing skiffs at Randy's Fishing Trips. I'd be down there all the time, working long days, before and after school, in the summer. I loved it.

I: Tell me about the boats you've owned.

JJ: The first boat I leased was the Shady Lady. She was 40 feet. Then I had a 32 foot salmon troller, the Lisa Ann. Then I built the

Network, a brand new purse seiner and we fished for anchovies. I got the Lethal Weapon in '88 or '89 for herring fishing out of San Francisco Bay. Lethal Weapon and a wooden boat I had, the Holiday, broke free of their moorage during a storm in 2002 and got swept away. They showed up on the beach at Fort Ord and I was able to salvage Lethal Weapon. Then I got Wild Thing, a 32-footer with the same twin engines as Lethal Weapon.

I: How did fishing impact the lives of your family?

JJ: I think my family loves the fact that I am a fisherman. Sure, there have been some difficult times, mostly financially and just a lot of time when I wasn't at home much for weeks at a time. But when I was home, we'd spend a lot of



One of Joey Jones' boats. (Courtesy Lisa and Mike Jones.)

time together. My kids and their friends always loved helping me on the boat, fixing nets, watching for fish, pulling up the nets, hanging around the wharf. We always had fishing nets in our yard and around our house. I remember one Thanksgiving we were all patching up nets between cooking and eating! The kids really fell in love with my boats. They'd spend a lot of time on them. I remember my daughter, Lisa, was really upset when the Lethal Weapon got swept away. Almost like if a pet went missing.

I: Over the years you probably became quite a handy man. What skills do you use as a fisherman?

JJ: A little of everything, and a lot of some things. I basically did it all. I learned to weld so I could stretch my boats longer, adding on when I needed more room or additional equipment. And welding was great for making some extra money. I'm able to repair my boat engine and all the gear on my boat. I help people all the time. Fixing and repairing anything on their boats, like their engines, rigging, equipment. My friend, Freddy, and I used to think up all kinds of new things to build and weld on our boats. We'd be hanging out at the tackle shops or the Lighthouse Restaurant, sitting there drawing up blueprints on napkins or business cards if we didn't have any paper. We'd ask each other for advice all the time, and you really knew your friends and who you wanted to ask for help. A lot of the fishermen came to me when they needed help welding. Besides these engineering and welding skills, I needed to know all of the obvious things

you need to do while you're out on the water. Like chart reading and navigating, knowing the tides and all the weather patterns, how to fix nets and lines, tie knots. I also needed to know the ecology of the ocean to be a successful fisherman. What kinds of fish live where, what effect the seasons and ocean conditions have on the fish, which method is best for catching each fish. Anyone that's been fishing can tell you it's a different kind of "knowing" than fisheries biologists or managers that sit in their offices. When you're out on the water, you can see it, smell it, hear it, feel it. You learn so much that way. I always think people should get out on a boat before any big regulations and decisions are made.



Joey sizing up an octopus. (Courtesy Friends of Moss Landing Marine Laboratories.)

I: How has the fishing industry changed since you've been a part of it?

JJ: It's changed so much. I basically started fishing for fun, but then I began to make some money from it, on a small skiff fishing for rock cod using hook and line. I also worked on some party boats just pulling line and winches. When I really started learning to fish, I'd go out with the Sicilians who'd been fishing Monterey Bay for generations. This was tough because most of them didn't speak English, so I learned all the fishing words in Italian! But they had an

innate feel for it. They spent a lot of time learning and trying out things for themselves, and they played a huge role in teaching me how to fish. They used lampara nets back then.

I: What are lampara nets?

JJ: They're similar to purse seine nets. With a top line and a shorter, heavier lead line. Lampara nets have graduated mesh sizes, while purse seine nets have uniform mesh. Purse seine nets are easier to pull and trap the fish because you pull a rope and it basically bags the net up and pulls the bottom together, like a purse. Lampara nets require more work to wrap the fish in the net.

I: Has new technology changed fishing?

JJ: There's so much new technology on boats now. You can find out anything you want to know with GPS, sonar, radar. But back when I started fishing, these things didn't exist. I had to read maps and navigation charts, and know the weather and what the sea was doing and the currents and understand the patterns and behaviors of fish. We learned a lot from stories and working with fishermen who were older and more experienced. But only if they respected you and wanted to tell you their secrets!

I: Do you like all this new technology?

JJ: That's a tough question. It's amazing really. Everything you can find out with a touch of a few buttons. But it can be scary too. What if they fail? You need to know how to take responsibility for yourself, your crew and your boat when you're out there in

case something happens. When I used to go out with my son when he was first learning, I'd say there was a power failure and turn off all the buttons and make him navigate and do everything without the support of technology. It's so important to know how to navigate and operate a boat safely without the technology.

I: What would you say to young people considering a career in the fishing industry?

JJ: I would tell them that it's hard work. You need to have drive and passion and be resourceful and multi-talented, and a problem-solver. Unless they showed a really strong and early interest, I think I'd probably advise them to go to school and get their education. Go to college. This is hard work. And the financial side of it can be pretty up and down and you need to be prepared for that. Most importantly, you gotta love the ocean, being outside in the elements, and working with your hands. You put in long hours, sometimes 48 or 50 hours straight. If the fish are biting, you stay out there. It can be pretty grueling, but it's satisfying work. It got my kids through school. And personally, I love it. Even when I'm not catching anything I love being on my boat. Fixing it, cleaning it. There's a lot of regulation going on now too. Limiting what you can catch and when. It makes things difficult. You still get out there though and you see so many of the fish that everyone is saying aren't there. You just gotta know where to look for them.



Joey tuna fishing. (Courtesy Lisa and Mike Jones.)

I: What has been your favorite boating memory so far?

JJ: Back in the early 80s, I ran a 100-foot dinner/cruise ship, the Princess Monterey. It cruised in and around Monterey Bay and took longer trips to Hawaii. There were some pretty fun stories from that boat. The owner didn't trust anyone else to drive the boat. I had my picture taken with Clint Eastwood on that boat. One time one of the passengers, a dairy farmer I think, got really seasick. He offered me anything and everything to get him back to shore.



Joey showing off packaged bait. (Courtesy Friends of Moss Landing Marine Laboratories.)

I: So did you bring him to shore?

JJ: No! I had a boat full of paying customers! It was tempting though with all he was offering. (laughs.)

I: Thanks, Joey. This was fun.

JJ: It was. Thank you.



Capturing the Voices of the Bay

Interview Consent Form

The interview you are about to participate in is one piece of the Voices of the Bay curriculum provided by the National Oceanic and Atmospheric Administration (NOAA). The program is designed to provide students with first-hand knowledge about the fisheries in their community, and the people involved in these fisheries.

This consent form is to be read and signed by both the Student Team and the Interviewee prior to starting an interview. For more information on the Voices of the Bay program being implemented in your community, please contact:

Teacher's Name: _____ Teacher's Phone Number: _____
School: _____

Student Team: please read then print and sign your name below.

As a Student Project Team, we are committed to treating others with respect and being truthful in the recount of this interview. We will give proper acknowledgement or credit for all original contributions to our project work. We will ensure permission is granted by the interviewee before taking any photographs or recordings, publishing or posting on the web any elements of this interview.

Student Project Team Name: _____

Team Member Names (please print)	Signatures	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Interviewee: please read then print and sign your name below.

As an interviewee, I understand that I have been invited to participate in a Voices of the Bay interview to help students capture the rich stories, traditions and knowledge that define my community's fishing legacy.

By signing this consent form, I agree that I am a voluntary participant in this Voices of the Bay project and have granted my permission before any photographs or recordings are taken, or any content is published or posted on the web following this interview. I understand that the information I provide will be used solely for educational purposes, and I agree to that use.

Interviewee's Name (please print): _____
Interviewee's Signature: _____ Date: _____



Capturing the Voices of the Bay

Interview Feedback Form

Interviewer Name: _____ Interviewee Name: _____

Date: _____

To be completed by the Interviewee following their interview.

For each question below, circle the number that best represents your response to the question.

- | | No/Never | | | Yes/All The Time |
|--|----------|---|---|------------------|
| 1. The interviewer was professional and polite.
<i>Comments:</i> | 1 | 2 | 3 | 4 5 |
| 2. The interviewer explained in advance the reason for the interview.
<i>Comments:</i> | 1 | 2 | 3 | 4 5 |
| 3. The interviewer asked permission to record prior to the start of the interview.
<i>Comments:</i> | 1 | 2 | 3 | 4 5 |
| 4. The interviewer asked questions that were relevant and appropriate to my life experience.
<i>Comments:</i> | 1 | 2 | 3 | 4 5 |
| 5. The interviewer showed a genuine interest in my life experiences.
<i>Comments:</i> | 1 | 2 | 3 | 4 5 |
| 6. The interviewer asked questions that invited more than a "yes" or "no" answer.
<i>Comments:</i> | 1 | 2 | 3 | 4 5 |
| 7. The interviewer asked to learn a particular skill or be able to try their own hand at performing a particular task that related to my career.
<i>Comments:</i> | 1 | 2 | 3 | 4 5 |
| 8. The interviewer asked to be shown photos or other memorabilia that gives context and interest to their interview and helps tell the story of the interviewee.
<i>Comments:</i> | 1 | 2 | 3 | 4 5 |